DOCUMENT RESUME

ED 363 866 CS 011 465

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TITLE Intense Early Intervention for Young Readers at Risk.
INSTITUTION Edmonton Public Schools, Alberta.
SPONS AGENCY Alberta Dept. of Education, Edmonton.
REPORT NO ISBN-0-7732-0825-9
PUB DATE 92
NOTE 87p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Early Intervention; Elementary School Students; Foreign Countries; *High Risk Students; *Instructional Effectiveness; Primary Education; Reading Difficulties; *Reading Improvement; Reading Research; *Remedial Reading
IDENTIFIERS Edmonton Public Schools AB; *Reading Recovery Projects

ABSTRACT

The purpose of a Reading Recovery project was to gather data on an alternative method of teaching reading to students who were experiencing difficulties with the reading process. Four students a year (attending the Clara Tyner Elementary school in Edmonton, Alberta, Canada) were selected from grade 1 and beginning grade 2 for a total of 10 children over the duration of the project. The one-on-one tutorial instruction took place over a 13-week period for 35 minutes a day, 4 times a week. Daily instruction consisted of reading, writing, and listening using Marie Clay's model. The students were tested at regular times throughout the program. Findings indicated that all 10 students made progress and were reading at or above expected levels, had caught up with their age mates or were well on their way to doing so. Findings suggest that the program proved to be an effective, alternative method especially when compared with group intervention programs. Three tables of data are included; 28 references, samples of student results, and the parent and teacher questionnaire are attached. (Author/RS)

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Intense Early Intervention for Young Readers at Risk

Patricia L. Alexander

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Intense Early Intervention

For Young Readers at Risk

Patricia L. Alexander
Clara Tyner Elementary School
Edmonton Public Schools

Under Contract to Alberta Education
Edmonton, Alberta
Fall 1992

Please Note

The views and recommendations expressed in this report are those of the researcher and not necessarily those of the Department of Education.

Alberta Education Cataloguing in Publication Data

Alexander, Patricia L.
Intense early intervention for young readers at risk.

ISBN 0-7732-0825-9

1. Individualized reading instruction. 2. Reading – Remedial teaching. 3. Reading disability. 4. Reading (Elementary). I. Title. II. Alberta. Alberta Education. III. Edmonton Public Schools.

LB1573.45.A377 1992 372.4147

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ACKNOWLEDGEMENTS

My sincere thanks to the steering committee - Dr. Moira Juliebo, Professor, Department of Elementary Education, University of Alberta, Dr. Nelly McEwen, Assistant Director, Corporate and Fiscal Planning Branch, Alberta Education, Lillian Wight, former principal of Clara Tyner School and Yukola McKinnon, present principal of Clara Tyner School. Sadly missed throughout the project was the late Betty Ontkean of St. Albert School District #6, who served on the steering committee for a brief time and was an enthusiastic supporter. A special thanks to Dr. Juliebo who taught, guided and encouraged me and to Dr. Grace Malicky for allowing me to use her materials. My gratitude to the staff at Clara Tyner School for their support, flexibility and understanding. I owe a great deal to the students and their parents who worked so very hard and were understanding and consistent throughout. The students became very special to me over the past three years of the project as we began our learning and discovery together and I saw them grow in self-awareness and confidence. The greatest gift for them and for me is to see that they have learned to read.

ABSTRACT

The purpose of this reading recovery project was to gather data on an alternative method of teaching reading to students who were experiencing difficulties with the reading process. Four students a year were selected from mid Grade 1 and beginning Grade 2 for a total of ten children over the duration of the project. The one-on-one tutorial instruction took place over a 13 week period for 35 minutes a day, four times a week. Daily instruction consisted of reading, writing and listening using Marie Clay's model. The students were tested at regular times throughout the program. The findings indicate that all ten students made progress and were reading at or above expected levels, had caught up with their age mates or were well on their way to doing so. This proved to be an effective, alternative method especially when compared with group intervention programs.

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I. INTRODUCTION

Rationale

The most common means of providing for special needs learners has been in resource rooms. The continuing frustration for resource room teachers has been finding methods with which to teach students who come before us with accumulated deficits which have resulted in very low self-esteem and the conviction by students that they are "dumb," "hate reading and writing" and will "never learn" these tasks anyway. To be identified for assistance from the resource room teacher, these students must exhibit significant intellectual or sensory impairment, or be shown to be performing several years below their potential or actual achievement levels.

Various ways of organizing resource room classes from pull-outs of three to six students for periods of one to one and a half hours at a time for language arts instruction, to groupings of two to three students for 45 minutes at a time have been tried. Team teaching with the classroom teacher has also been tried. To date these structures have not facilitated the expected results for the time expended with these "at risk" students. It was therefore decided to try Clay's (1985) techniques as a preventative, proactive approach which would provide an alternate pattern of service for "at risk" students. This approach, hopefully, would remove the designation of the student for special class placement.

After attending a year-long inservice on reading intervention in 1987 - 1988 at the University of Alberta under the direction of Drs. M. Juliebo, G. Malicky and C. Norman, the teacher became interested in Clay's approach to diagnosis and instruction, as one that had an observational, data collecting approach, and would allow for close observation of the student in order to record reading behaviours. The program also appealed

I. INTRODUCTION

Rationale

in that the intervention takes place early in the child's school life, is intense, short-term, and is individualized to suit the needs of the child.

Purposes

The purposes of this project were:

- to provide an intensive one-on-one early intervention program in reading for children identified as being at risk (that is experiencing difficulties in learning to read in grade 1 and early grade 2) to enable these children to experience success in reading in their early years.

- to determine the effectiveness and long-term impact of the early intervention program on students' success in reading attitudes towards themselves as learners and towards reading and writing.

- to determine the effectiveness of a program based on Clay's (1985) "Early Detection of Reading Difficulties" in the Alberta context.

Approach

Before tutorial instruction began, the parents and teacher of the students selected met for a discussion. The program and all test materials were explained, why they are given and the meaning of the results. The parents' commitment and why the program would benefit the child were discussed. The teacher stressed that the reading must be done each night and the books returned the next day. The teacher also discussed a

I. INTRODUCTION

Approach

questionnaire which was sent home during the ninth week of instruction. The student's classroom teacher was also asked to complete a questionnaire.

Daily instruction of 35 minutes for each student consisted of the following:

1) The student re-reading two or more familiar books.

2) Re-reading yesterday's new book. Sound analysis or phonic knowledge or sight words (gained from daily record keeping and miscue analysis noted on lesson plan).

3) Listening.

4) Writing a story, or correcting a story, choosing words to bring to fluency or writing a story and re-arranging the cut up story.

5) The teacher introducing a new book (comprehension questions).

6) The teacher and student reading the new book.

Overview

This chapter has introduced the rationale, and the purposes of the reading recovery project and the general instructional approach. The second chapter presents some research on reading recovery giving some background material on Clay's work in New Zealand and some history of

I. INTRODUCTION

Overview

the program in North America including a brief discussion of the Edmonton project.

Chapter three describes the students, the reading program and the assessment instruments.

Chapter four presents the findings for ten students, giving pre, post and post II test results when it was possible to include the latter. A section is devoted to parent and teacher perceptions about the project.

The final chapter contains a brief summary of the project results, the characteristics which resulted in success for these children, and some other alternatives for "at risk" children. Program requirements, recommended methods and materials and a discussion of the assessment materials, recommendations for schools considering a reading project such as this one, and recommendations for Alberta Education are also included.

II. RESEARCH ON THE READING RECOVERY PROGRAM

Reading Recovery in New Zealand

Clay's (1985) Reading Recovery Program has been used in New Zealand, Ohio and in Edmonton. Studies demonstrate that young children at risk have made positive gains in learning to read and write using this program.

The initial research on the Reading Recovery Program involved two field trials by Clay (1986a; 1986b). Two major aspects of reading recovery were tested:

1) the ongoing inservice program for teachers over one school year; and

2) the effectiveness of the program for the children who were tutored.

An important aspect of the teacher training involved peer interaction and support. Every two weeks, one teacher would demonstrate by teaching a child while the other teachers observed behind a one-way glass and discussed procedures used. In the 1978 field trial, all children were tested near their sixth birthday (students begin reading instruction at age five years in New Zealand), and 122 of 291 children from five schools were included in the program. Each child was administered a set of diagnostic tests devised by Clay, and each received individual daily teaching for approximately 40 minutes. Teachers kept a lesson summary for each session with each child and a running record of text reading. When teachers felt children could function in the classroom without further help, they recommended tutoring the children be discontinued. Each child was retested and a decision made to continue tutoring, to continue intermittent lessons or to discontinue tutoring altogether. The average length of time of the individual program was 13 to 14 weeks. The students who received individual help made gains equal to or greater than those made by their

II. RESEARCH ON THE READING RECOVERY PROGRAM

Reading Recovery in New Zealand

classmates who attended the same school and initially showed higher achievement. Students in the discontinued group scored significantly higher on every measure than their classmates who were not in the program. After tutoring children was discontinued, no contact was made with them until the follow-up study one year later in which all children (Control, Discontinued, and Not Discontinued) were reassessed. Final scores for the Discontinued group were within one standard deviation of the Control group at the time they were discontinued and they retained that position at follow-up testing. The Discontinued Group made better progress than the Control Group relative to their initial scores.

The second field trial in 1979 involved teachers and children in 48 schools. These teachers had less time for the project so they worked with fewer, more challenging students for daily lessons of approximately 30 minutes. The results of this field trial replicated those in 1978. A further follow-up study of the children from the 1978 study was conducted in 1981. For the Discontinued Group, means were at expected levels for class placement. In other words, the children not only maintained the gains they had made in the program but continued to make normal progress once the program was discontinued. It appears from these field trials that in the New Zealand context, reading recovery met its goal of helping children develop independent, self-generating systems for promoting their own literacy.

The Ohio Projects

The first reported attempt to implement reading recovery in the North American context took place in Columbus, Ohio (Pinnell, 1985; Pinnell, Huck, & De Ford, 1986; Boehnlein, 1987). In 1984 - 1985 with the help

II. RESEARCH ON THE READING RECOVERY PROGRAM

The Ohio Projects

of Clay, 21 teachers were involved in inservice programs and these teachers worked with first grade children from six inner-city, racially mixed schools. The lowest readers were identified at the beginning of grade 1, and 56 formed the Reading Recovery group and 56 a Comparison group. After an average of 60.7 lessons, over 65 percent of the Reading Recovery children were reading at the average level of their classrooms. Mean performance of Reading Recovery children was higher on both informal and formal measures than that of Comparison children.

In 1985 - 1986, the Columbus Reading Recovery project was field tested in six new schools and continued in the six pilot schools. Twenty teachers were involved in the inservice and 12 previously trained teachers continued in the project. In contrast with the New Zealand field trials, a classroom teacher and remedial reading teacher shared both classroom and reading recovery responsibilities. The classroom teacher taught the class in the morning while the reading teacher worked individually with children; in the afternoon, the reading teacher taught the class and the classroom teacher worked with individuals. A total of 230 children at risk were identified early in the first grade and were provided with individual instruction. Results indicated that after an average of 67.5 lessons, over 70 percent of the children caught up to the average of their peers and were discontinued from the program. All Reading Recovery children, whether discontinued or not, made progress and when compared to a Comparison group, made significantly greater progress on five of the seven measures employed. Teachers were reported to have responded to the program with enthusiasm and on a questionnaire, revealed a change in their view of how children learn to read. Follow-up studies are under way to determine the extent to which gains made by children are maintained over time. In both

II. RESEARCH ON THE READING RECOVERY PROGRAM

The Ohio Projects

the New Zealand and the Ohio projects, there was system support for the program and teachers were involved on a full-time basis.

The Edmonton Project

In the 1987 - 1988 school year, Drs. Juliebo, Malicky and Norman were involved in the Edmonton project with three Edmonton teachers to examine the feasibility of implementing ideas from Clay's (1985) program in Canada.

In the Edmonton project, the teachers attended inservice sessions in the spring preceding their work with six children who were identified by their teachers as experiencing reading difficulties and continued to be involved in inservice sessions over the school year as they worked with the children. The teachers administered diagnostic instruments to the children including several of Clay's tests as well as informal reading inventories and the Woodcock Reading Mastery Tests. On the basis of a diagnostic profile developed from these data, the teachers worked with each child daily on a one-to-one basis. After the first two weeks of "Roaming Around the Known", the children were involved in the following activities in each 30-to-40 minute daily session: reading one or more familiar books, writing a 'story,' analyzing words, rearranging a cut-up story, and reading a new book. At the beginning of the school year, the teachers worked with second-grade children and continued to work with them until they had caught up with their age mates in their classrooms. Then in March, they began to work with first-grade children.

II. RESEARCH ON THE READING RECOVERY PROGRAM

The Edmonton Project

The results of this project were consistent with those found in large-scale studies in Ohio (Pinnell, 1990) and New Zealand (Clay, 1985). After approximately 13 to 14 weeks of instruction, the children caught up to their age mates in their classrooms. While this project did not include a longitudinal study with the children, studies in New Zealand and Ohio showed that gains attained in this type of program are maintained over time. However, it is important to note that the success rate with this type of early intervention program is not 100%. In Ohio, between 70% and 85% of the children were discontinued from the program because they made sufficient progress to function without further assistance in their regular classrooms. Compared with the results of group intervention programs provided later in children's school careers, however, these preliminary results are remarkable.

III. THE READING INTERVENTION PROGRAM

This chapter describes the early intervention program for young readers at risk at Clara Tyner School. It describes the students, the reading program, and the procedures used to assess the students.

The Students

Ten students who were behind their classmates in reading were selected for the project which began in the spring of 1989 and concluded in June 1991. The students were of average or above average ability, in good health, and had strong family support.

During the project, the teacher tutored two students in the fall and two in the spring each year. Each student received 35 minutes of tutorial reading instruction four times a week for 13 weeks. The students were assessed three times. Testing consisted of a series of pre-tests before the program began, mid-term tests after seven weeks of instruction, and post-tests at the conclusion of the tutorial program. Follow-up tests were administered a year after instruction ceased to the students who were in the program in 1989 and 1990.

Six students were in mid grade 1 (two girls and four boys) and four (two girls and two boys) were at the beginning of grade 2. In this report, a child is referred to as "he". No sexist bias is intended.

The Reading Program

The Reading Recovery Program (Clay, 1985) consists of a two-week introductory period called Roaming Around the Known followed by 11 weeks of a daily pattern of tutorial instruction.

III. THE READING INTERVENTION PROGRAM

The Reading Program

Roaming Around the Known

The first two weeks of the tutoring program were very important. During this period the teacher learned what the child already knew and let him experiment in the security of that knowledge. The teacher was able to become acquainted with the child, and the child's interests, fears, and ambitions.

In the classroom, natural science objects were gathered from excursions in the woods or from other students. These included huge pieces of various kinds of fungi, rock, wasp nests, bird nests, etc. A collection of Zoo Books, which have never failed to elicit an intense response from the young students as well as older ones, was kept within easy reach. The Cheetah book was the first to go home in the first brown envelope "take home" package, so "my Mom can read it 'cause I love cheetahs." This was also a time when the teacher printed the child's stories onto charts which were used to start the program and used at regular intervals throughout the project. When the child read words from his own language, often that language was quite advanced and sprinkled with words like mutant, remote control, transformer, pollution, etc. No children in the program disliked returning again and again to charts about "Me"; (stories about themselves), their pets, a favourite toy, what I would like to be, what I can do, or why I like cheetahs. Later these stories were printed in their scribblers so they would have a collection to take home to read.

III. THE READING INTERVENTION PROGRAM

The Reading Program

Roaming Around the Known

In this activity they realized they had something important to say, that it could be written down, and that others liked to hear their stories (as later on in the program they read to their classmates or other students in the school).

This time gave the teacher a chance to move from the Zoo books about certain animals or pets into the small predictable books, for example Juliebo's books "Marigold" and "At the Pet Store".

During these two weeks the teacher read to the student from some very special books which have a beautiful, enchanting quality such as: "Grandfather Twilight" or "Papa Please Get the Moon for Me" and "Bear Hunt". These are books that are fairly short in length and can be read by children in grade 2 by the end of the project. They were a promise for the child's independent reading to come!!

During this time the teacher kept some notes, but mostly just enjoyed getting to know the student.

The Adventure Begins

The next 11 weeks followed a daily pattern of re-reading a familiar book or books which had been in the take home package and was the new text from the previous day. The new book or books, and the books for re-reading, noting word analysis (miscues) and strategies tried, and comprehension were filled in each day on lesson plan sheets.

III. THE READING INTERVENTION PROGRAM

The Reading Program

The Adventure Begins

Comprehension, for example retelling, predicting from the story and the cover of the book, etc., and self-corrections and attempts at self-corrections were very important and were noted with a large, red asterisk on the plan sheet. By about the fourth week the child was taking home between two and five books and the teacher began cautioning him against taking too many as he might tire and plateau about week seven just at the mid-term testing time.

Page 2 of the lesson plan was for writing, noting the task, words brought to fluency (may only be one, sometimes three or four depending on the child) and the composition. The cut-up story was also recorded on this page.

After the books had been read, some work was done on word analysis (sounds, phonic knowledge, and sight words) from the texts the child had read. It was important to collaborate with the classroom teacher and visit the classroom to see what words were being taught so that the books chosen and the word work done could be transferred to the classroom work.

A short listening component might be done, but most of the rest of the lesson time was spent on writing. This had been made easier because of our discussions during "Roaming Around the Known" and because of visits to the classroom by the intervention teacher.

III. THE READING INTERVENTION PROGRAM

The Reading Program

The Adventure Begins

Generally the particular theme being studied in the child's classroom was known by the intervention teacher or else something of special interest from the special person chart had been learned. At this time the teacher encouraged the child to tell his story which was quickly written on a paper to take home. It was very important that the child verbalized what he wanted to write first. The child wrote in a scribbler on the right-hand side, writing the words he could, using invented spelling unless he was using a word which had been chosen to bring to fluency. The teacher would help him on the left-hand side of the scribbler. The child supplied initial consonants, any sounds he knew and built the word using magnetic letters. At first, segment cards looking at the structure of the word, hearing the sounds (initial and final sounds, and clusters of sounds) were used. (Clay, 1985, p. 65).

The words being brought to fluency were written by the child three or four times on the left side of the page. Many of the children preferred to practice on the blackboard.

The child was encouraged to write as much as possible alone and to use the known words until he could build others into his writing. These words were practised again next day and for several days until the child was easily able to incorporate the words into his writing.

III. THE READING INTERVENTION PROGRAM

The Reading Program

The Adventure Begins

For the child who was having difficulty telling a story and writing, the teacher encouraged him to draw a picture, color it first and then begin writing.

After the story was completed and the child had re-read it, tracking word by word with a finger, the story was written onto a story strip, and the words of the sentences were cut up by the teacher for the child to assemble. This was a good checking technique as the child checked words spoken with words written. Directional behaviours could be observed, and the words could be used for word study (Clay, 1985, p. 67).

The last part of the lesson was to introduce a new book, discussing what it might be about, who might be the characters in the book, etc. The new book was then attempted (Clay, 1985, p. 56).

The child took home one or more books and sentence strips for re-reading. The sentence strips were the stories copied by the teacher onto the strips which the child was encouraged to try to read after re-reading the book using picture cues. Also in the homework package was his story and cut-up story. A brief note was written to the parents listing fluency words and general comments about the child's performance. It was very important that the child received consistent praise from the intervention teacher, the home and the classroom teacher. This communication among us was vital.

III. THE READING INTERVENTION PROGRAM

The Reading Program

The Adventure Begins

Throughout the program, attempts were made to encourage a self improving system by giving enough wait time for the child to detect his own errors as self-correction and cues to help the child self-correct. This allowed the child to make checks so he could confirm the first attempts. This practice helped him to know what strategies he had attempted that gave him the correct reading.

Assessment Instruments

A reading profile was kept on each child to track his progress over the course of the tutorial program. The following description of tests is based on Clay's work (1985, pp. 17-40).

Running Record

The first source of data for the early detection profile was the running record which was done using texts at three different levels of difficulty of 100 to 200 words each. An easy text was scored 95% to 100% correct, an instruction text 90% to 94% correct, and a hard text was scored 80% to 89%. The running record provided valuable information as to the strengths (easier texts) and the weaknesses (difficult texts) that the child had. Everything the child said or did was recorded noting SELF CORRECTING behaviours, a very important skill.

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Running Record

Every word the child read correctly was marked with a tick, all wrong responses were recorded above the text word, all trials recorded, self corrections (SC), no response (NR), insertions (I), teacher assisted (TA), confusions were bracketed and marked TTA (try that again - count as only one error but write (R) above words).

Analyzing the running record in which the child read over actual words of text were tabled, that is, child/text = number of errors. As the child moved through the text, directional movement was checked and recorded, which hand was being used on which page, noting inconsistent behaviours. The percentages of errors were calculated. See Clay's conversion table (1985, p. 115) or the number of words read correctly was calculated over total number of words in text to get a percentage of text read correctly. To calculate the percentage of self corrections, calculate the number of self-corrections over the total number of errors.

After the running record was done, the errors were then looked at in an attempt to determine whether the child used visual cues from letters and words (errors marked V) or was being guided by structure (errors marked S) or by meaning (errors marked M). The letters V, S, or M were recorded so that it could be quickly seen which cues the child was using and which he was neglecting. The self-corrections were also considered. What information led the child to self-correct was very important to note.

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Letter Identification

In this test, which was administered as a second test, the child was required to give the alphabet name, a sound for the letter name, and a word response beginning with the initial consonant of that letter. The child worked across the lines so that letters were treated in random order. Confusions were noted, no responses (NR) and the preferred mode for identifying the letters. Scores were out of a total of 54. This test was completed in one sitting.

Book Knowledge Test

This Edmonton Public Schools test replaced the Concepts About Print Test recommended by Clay. The Book Knowledge Test is a fairer test as it avoids the missequencing of letters, words and lines and many other questions which children found confusing. This was completed in one sitting.

The book "The Wind and the Sun" was used to share with the child. Any book used should have a title page with the title of the book and the author's name. It should be in clear print and have many pictures with a page with print on one side and a picture on the other. The teacher should try to avoid giving too much information or direction toward print.

Some of the questions dealt with form/terminology (title, author, front and back of book, beginning and end of story, curtain, one letter, two letters, one word, two words, first letter, last letter, capital letter).

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Book Knowledge Test

The following are examples of questions asked of the child to gather additional information about his approach to reading in the following areas:

(Purpose) - "What's inside?"
(Orientation) - "Where do we begin?"
(Directionality - indicates where to begin and finish reading, and top and bottom of page."
(Concept of word) - Child matches spoken word with written word.
(Comprehension) - Child retells the story. This was scored out of 27.

Writing Vocabulary

This was a timed test in which the child was encouraged to write down all the words he knew how to write, starting with his own name and including basic vocabulary and words personal to him. A child who can write 50 words or more in ten minutes is too competent for the test.

The child was given a blank sheet of paper and a pencil. The teacher did not attempt to organize the student's page for writing. The objective was to discover as much as possible about writing behaviour, left-to-right sequencing, directionality and organization, as well as an indication of the words he can actually write on his own. The student was given up to ten minutes to write the words he knew. When he

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Writing Vocabulary

stopped or needed prompting, words were suggested that he might know, for example I, am, to, a, etc., basic vocabulary words that the child would have met in his reading books. The work continued till the session was over or until the child's writing vocabulary was exhausted. Only the words the child wrote with complete accuracy were scored. If he wrote a word correctly but read it as another word or did not know what it was, that word was scored as an error.

Sight Word List

Burns & Roe (Form A) was used for the preliminary and mid-term testing. Burns & Roe (Form B) for post and post II testing. This test score indicated the extent to which a child was accumulating a reading vocabulary held in memory. The child was allowed to move through the list, being given a reasonable wait time, noting errors, no responses, attempts at reading the word and the self-corrections. These lists were not used for teaching at any time. Words were from selected series or other word lists for teaching.

Dictation

In this test the child was required to write simple sentences and credit was given for every sound written correctly, regardless of whether the complete word was spelled correctly. The scores showed some ability to analyze the words heard or said, and to record the sounds heard as letters.

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Dictation

The teacher gave the dictation slowly and the child was supported with helpful comments to keep him working at the task. Five alternative dictation tests are given in Clay's battery of tests. A point was scored for each sound (phoneme) the child analyzed that was numbered 1 to 37. The total score is 37. Sequencing errors, omission of sounds, unusual use of space on the blank page and unusual placement of letters within the words were noted.

Writing Sample

This technique made use of samples of children's written expression in order to assist in determining the child's understanding and use of written language. Directional or spatial difficulties, reversals, mis-sequencing of letters, errors and words attempted, and use of capital letters were noted. The number of words written correctly over the total number of words written were scored. Clay has developed a rating technique for early attempts at story writing. This technique rates children's writing for language level, message quality, and directional principles.

Informal Reading Inventory

Burns & Roe Form (A) was used for the preliminary and mid-term tests as an oral reading test.

III. THE READING INTERVENTION PROGRAM

Assessment Instruments

Informal Reading Inventory

A running record was kept on the text. After a short introduction had been read by the tester, the child was required to read orally. He was also told that there were some questions to be asked at the completion of the task. The same observations were made as for the running record, noting word recognition errors, self-corrections and comprehension errors. Scores were recorded for both word recognition and comprehension.

Testing was done from pre-primer as far as the child could go throughout the levels of difficulty of the test to determine the instructional level. With both grade 1 and 2 students, testing began at the pre-primer level.

A silent reading inventory was attempted using Form D as the post-test especially with the grade 2 students. A Silent Reading Inventory was not done with grade 1 and only with grade 2 students who were ready to try.

Canadian Test of Basic Skills

The Canadian Test of Basic Skills was administered to two students who were tested together by an external evaluator. They were required to do three sections: Vocabulary, Word Analysis and the Reading Section. The Primary Battery Level 6, Form 5 was used for both grade 1 and grade 2 students for pre-test, post and post II tests.

Test Administration

Table 1 summarizes the order and time for test administration and times for charting and analysis of each test.

TABLE 1

Time Spent on Testing and Analysis

Order of Administration		Administration of Test	Charting and Analysis
1.	Three running records	10 minutes for each test	30 minutes for each test
2.	Letter Identification	10 minutes	20 minutes
3.	Book Knowledge	5 - 8 minutes	5 minutes
4.	Writing Vocabulary	10 minutes	10 minutes
5.	Sight Word Lists	10 minutes	10 minutes
6.	Dictation	10 minutes	10 minutes
7.	Writing Sample	8 - 10 minutes	8 minutes
*8.	Informal Reading Inventory	10 minutes	10 minutes
*9.	Canadian Test of Basic Skills	1 1/4 - 1 1/2 hrs.	30 minutes

*Best done in 2 or 3 sittings.

III. THE READING INTERVENTION PROGRAM

Student Assessment

All project students were assessed three times - before instruction began, half-way through the program and at the completion of the 13 weeks. Half of the students were also tested one year after the tutorial program ended. This section identifies the tests used. Appendix A presents a completed profile for one of the students.

Pre-test

Students were tested using the following materials:

- Clay's (1985) Battery of Tests:
  - Letter Identification.
  - Concepts about Print, used in this project for students A, B, C, and D. Replaced it with Edmonton Public School Book Knowledge Test for students E to J.
  - Writing Sample.
  - Sentence Dictation.
  - Test of Writing Vocabulary.

- Burns & Roe Informal Reading Inventory
  - Basic Word Test Form A.
  - Comprehension Form A - Oral Reading Inventory.
  - Running Records of three different text readings are taken.

- The Canadian Test of Basic Skills - administered at the completion of this battery by an external evaluator.

III. THE READING INTERVENTION PROGRAM

Student Assessment

Pre-test

The pre-test profile for each project student was used to prepare student programs and to select appropriate materials.

Mid-term Test

To determine progress at the seventh week, students were tested using the following:

- Burns & Roe Informal Reading Inventory
  - Basic Word Test - Form A.
  - Comprehension - Form A.
  - Running Records Taken.

Post-test

The final tests were administered at the end of 13 weeks, followed by analysis and summation.

- Burns & Roe Informal Reading Inventory
  - Basic Word List - Form B.
  - Comprehension - Form C Oral Reading Inventory.
  - Comprehension - Form D Silent Reading Inventory (optional).
- Schonell Spelling Test.
- Diagnostic Reading Program (Alberta Education) - used one grade above as listening test (optional).

III. THE READING INTERVENTION PROGRAM

Student Assessment

Post-test

- The Canadian Test of Basic Skills, administered at the completion of the project by an external evaluator.

Post-test II

These tests were administered one year after the students had left the program as a follow-up to determine if progress was sustained.

- Burns & Roe Informal Reading Inventory
  - Basic Word List - Form B.
  - Comprehension - Form C (Oral Reading).
  - Comprehensive - Form D (Silent Reading)
- Schonell Spelling Test.
- Canadian Test of Basic Skills - administered by external evaluator.
- Diagnostic Reading Program (Alberta Education) (Optional).

IV. FINDINGS

Student Growth Over Time

Though attempts were made to choose the ten students who were of average to above average ability, in good health, and had strong family support, in retrospect they represented a cross section of students who might be experiencing reading difficulties in any class. Students represented a variety of types, including one with behavioural and attentional deficits, another with cultural and ability differences, and a broad variety of experiential backgrounds from somewhat limited to very rich. Health problems ranged from mild to severe allergies. One child was on medication for hyperactivity prior to the completion of testing to bring him into the project. Another will have to cope for the rest of his life with an immune deficiency disorder. Birth order included youngest and oldest children; one was a middle child.

Students in mid grade 1 ranged in age from 6 years 4 months to 6 years 11 months when the project began. Students beginning grade 2 ranged in age from 6 years 11 months to 7 years 4 months.

Individual results are provided for the ten children to demonstrate the diversity among them before and after instruction and one year after instruction for half of them. Scores indicate the grade level and performance of students using the Burns & Roe tests. For example, PP/85 means a score of 85% at the pre-primer level while 2/65 means a score of 65% at the grade 2 level. Grade equivalents are presented for subtest scores on the Schonell Spelling Test and Canadian Test of Basic Skills.

IV. FINDINGS

Student Growth Over Time

Students in Mid Grade 1

Table 2 presents the results for the six students who began the recovery program in the middle of grade 1. Students were assessed before the program began (pre), at the completion of the 13 weeks instruction (post), and a year later (post II). The children's basic sight vocabulary were all at pre-primer level (frustration), before instruction. After instruction, all of the children were at minimum at the grade 1 level and two had reached grade 2 on these skills. For the three students for whom there were follow-up scores, all were at or beyond the expected level for the end of grade 2 on these skills. On the Burns & Roe Oral Reading Inventory, Word Recognition, five of the six students were at pre-primer (instructional) level before instruction. One student could not be tested. After instruction one student was at primer (independent), three students were at grade 1 (independent), and two were at grade 2 (independent) level. For the three students for whom there are follow-up scores, all were beyond the expected level for the end of grade 2 on these skills. On the Burns & Roe Oral Reading Inventory, Comprehension, two of the students were at pre-primer, and four of the students could not be tested before instruction. After instruction, one of the students was at pre-primer, two of the students were at primer level, one was at grade 1 and two at grade 2 on these skills. For the three students for whom there are follow-up scores in oral reading comprehension, all were at or beyond the expected level for the end of grade 2 on these skills. The Burns & Roe Silent Reading Inventory and the Schonell Spelling tests were not administered to all the students at pre-test time because they assess

TABLE 2

Results for Students in Mid Grade 1

Student	Burns & Roe Basic Sight Vocabulary Level/Percent			Burns & Roe Oral Reading Inventory Word Recognition Level/Percent			Burns & Roe Oral Reading Inventory Comprehension Level/Percent			Burns & Roe Silent Reading Comprehension Level/Percent		
	Pre	Post	Post II(1)	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II
A-1-2-89	PP/45	2/65		PP/85	2/95		PP/75	2/75		—	1/75	
B-1-2-89	PP/40	1/75	3/65	PP/85	1/95	2/95	—	PP/100	2/88	—	PP/63	2/75
E-1-2-90	PP/35	1/80	3/60	—	P/95	3/90	—	P/88	2/88	—	—	PP/100
F-1-2-90	PP/65	3/70	4/50	PP/90	2/98	4/99	PP/75	2/75	3/90	—	—	P/88
I-1-2-91	PP/55	1/90		PP/85	1/95		—	1/75		—	PP/88	
J-1-2-91	PP/85	2/85		PP/85	1/97		—	P/63		—	PP/50	

1 Pre = Pre-test, Post = Post-test, Post II = Post-test II

2 PP Pre-primer, P Primer, 1 = Grade 1, 2 = Grade 2, 3 = Grade 3, 4 = Grade 4

— Student could not be tested (child was not able to respond to test material).

TABLE 2

Results for Students in Mid Grade 1

Student	Schonell Spelling Test (GE)(1)			Canadian Test of Basic Skills Vocabulary (GE)			Word Analysis (GE)			Reading (GE)			Number of Books Read
	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II	
A-1-2-89	–	2.2		2.6	2.4		1.3	2.8		K-7	2.5		98
B-1-2-89	–	1.2	2.1	1.4	1.8	2.0	K-9	2.1	2.1	K-4	1.6	2.1	86
E-1-2-90	–	1.4	2.3	K-7	2.0	1.8	K-4	1.6	1.9	K-3	1.5	2.2	125
F-1-2-90	–	2.4	2.6	K-9	1.3	1.8	K-7	1.3	2.6	K-4	2.1	3.4	140
I-1-2-91	–	1.5		1.0	1.4		1.1	1.6		K-8	1.9		140
J-1-2-91	–	2.2		K-4	K-9		1.6	1.6		1.3	2.2		140

1 GE Grade equivalent

2 K Kindergarten

– Student unable to be tested (was not able to respond to test material).

IV. FINDINGS

Student Growth Over Time

Students in Mid Grade 1

skills which children of this age may not yet have acquired. After instruction four were at pre-primer or grade 1 level on the Burns & Roe Silent Reading Inventory. For the three students for whom there are follow-up scores one year later, all had made significant progress and one of the three had reached the expected level on these skills. Schonell Spelling showed significant progress for all students after instruction.

The results on the Canadian Test of Basic Skills indicate general improvement over time for the students. The children read anywhere from 86 to 140 books over the 13 weeks. Student F-1-2-90 demonstrated the greatest amount of growth; by the end of grade 2 this child was reading at the mid-grade 3 level.

The following discussions illustrates the results for student F-1-2-90. Post-test II results were collected for this child one year after the student had left the program when he was in mid-grade 2 and the gains throughout were remarkable.

* Pre-test pre-primer (65%) (frustration), Burns & Roe Sight Vocabulary, post-test results grade 3 - 70% and (independent) pre-primer to grade 3.
* Post-test II results were 100%, pre-primer through grade 3 (independent) and attempted grade 4 - 50% (frustration).
* Burns & Roe ORI Word Recognition - pre-test results 90% pre-primer (instructional), post-test results grade 2 - 98%, post-test II results were grade 3 - 97%, grade 4 - 99%.

IV. FINDINGS

Student Growth Over Time

Students in Mid Grade 1

* Burns & Roe Oral Reading Inventory Comprehension - pre-test results pre-primer 75% (frustration), post-test results grade 2 - 75% and post-test II results were grade 3 - 90% (instructional).
* Canadian Test of Basic Skills - three areas tested: Vocabulary, Word Analysis and Reading.
    * Vocabulary: Pre-test results K-9, post-test results 1.3, post-test II results 1.8.
    * Word Analysis: pre-test results K-7, post-test results 1.3, post-test II results 2.6.
    * Reading: pre-test results K-4, post-test results 2.1, post-test II results 3.4.

IV. FINDINGS

Students Growth Over Time

Students Beginning Grade 2

Table 3 presents the results for the four students who began the recovery program at the beginning of grade 2. After the 13 weeks of instruction, these students had increased their basic sight vocabulary and word recognition skills. Oral reading comprehension improved as well. All four children improved their spelling skills. Students improved their vocabulary, word analysis and reading skills on the Canadian Test of Basic Skills.

Student D-2-1-89 demonstrated excellent growth. Post-test II results were collected for this child one year after the student had left the program, when she was in the middle of grade 3.

The following is an example of Student D-2-1-89.

- Burns & Roe Basic Sight Vocabulary - Pre-test - grade 1 - 60%.
- Post-test results - grade 3 - 95% (independent). Post-test II - attempted grade 4 - 60%.
- Burns & Roe Oral Reading Inventory - Word Recognition. Pre test - primer 88%, (instructional) post test - grade 3, 92% (instructional) post test II - grade 4 97% (independent).
- Burns & Roe Oral Reading Inventory - comprehension, pre test - pre-primer 88% (instructional), post test grade 2 - 100% (independent), post test II, grade 4 - 80%.

TABLE 3

Results for Students Beginning Grade 2

Student	Burns & Roe Basic Sight Vocabulary Level/Percent			Burns & Roe Oral Reading Inventory Word Recognition Level/Percent			Burns & Roe Oral Reading Inventory Comprehension Level/Percent			Burns & Roe Silent Reading Comprehension Level/Percent		
	Pre	Post	Post II(1)	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II
C-2-1-89	P/55	2/65	3/90	PP/90	2/95	2/97	PP/88	P/88	2/75	—	P/88	2/88
D-2-1-89	1/60	3/95	4/60	P/88	3/92	4/97	PP/88	2/100	4/80	—	2/100	3/60
G-2-1-90	1/80	3/85		P/95	2/97		P/75	3/80		—	P/75	
H-2-1-90	1/65	3/85		PP/95	3/95		PP/75	3/50		—	P/75	

1 Pre = Pre-test, Post = Post-test, Post II = Post-test II

2 PP Pre-primer, P Primer, 1 = Grade 1, 2 = Grade 2, 3 = Grade 3, 4 = Grade 4

— Student could not be tested (was not able to respond to test material).

TABLE 3

Results for Students Beginning Grade 2

Student	Schonell Spelling Test (GE)(1)			Canadian Test of Basic Skills Vocabulary (GE)			Word Analysis (GE)			Reading (GE)			Number of Books Read
	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II	Pre	Post	Post II	
C-2-1-89	1.0	1.4	2.4	1.0	1.2	1.6	1.6	2.1	2.5	1.6	2.3	3.0	90
D-2-1-89	1.1	2.9	3.8	1.6	1.4	1.8	1.7	1.7	2.3	1.8	2.7	2.9	90
G-2-1-90	1.2	2.3		1.4	2.0		1.7	2.1		2.0	2.9		109
H-2-190	1.3	2.4		1.6	2.4		2.3	2.3		1.5	2.8		127

1 GE Grade equivalent

2 K Kindergarten

– Student unable to be tested (was not able to respond to test material).

IV. FINDINGS

Student Growth Over Time

Students Beginning Grade 2

- Silent Reading Inventory pre-test - the student could not be tested as the student was not yet ready to attempt this skill. Post-test grade 2 - 100% (independent), post II test grade 3 - 60%.
- Schonell Spelling: Pre test 1.1, post test 2.9, post II test 3.8.
- Canadian Test of Basic Skills - three areas tested vocabulary, word analysis and reading.
  - Vocabulary: Pre-test 1.6, post-test 1.4, post II test 1.8.
  - Word Analysis: Pre-test 1.7, post-test 1.7, post II test 2.3.
  - Reading: Pre-test 1.8, post-test 2.7, post II test 2.9.

IV. FINDINGS

Adult Perceptions

Parents and classroom teachers were surveyed about their perceptions using questionnaires developed by the project director in consultation with the teachers. The intention of the questionnaires was to allow parents and teachers an opportunity to monitor and record two areas - the effects of the structural lessons on the student's daily performance and the transfer of reading strategies that were being learned and practised in the program to other classroom and at home work. These questionnaires were given at the completion of instruction and again one year later. They are presented in Appendix B.

Parents' Perceptions

Nine out of ten parents returned their questionnaire at the end of the 13 weeks of instruction. The parents indicated students demonstrated positive effects and growth in the areas of reading, improved attitude to school work in general, and a new sense of responsibility as the child began to take pride in sharing reading with siblings. As one parent said, "The children all seem to be learning together." Another expressed the new sense of responsibility with, "Now she is the one who reminds me there is reading in her homework package."

All parents said there was a transfer of reading skills to home and community settings and eight of the nine parents said writing skills were also transferred. One parent said her child remained a reluctant writer. Another said, "He obviously sees the relevance and applicability of the skills he is gaining and/or refining."

IV. FINDINGS

Adult Perceptions

Parents' Perceptions

All parents reported their children exhibited better decoding skills, were more willing to risk getting a word from context, and sounding and breaking works and phrases into parts.

All parents expressed very positive effects in terms of student self-esteem and attitude to reading. Parents expressed this with quotations like, "Proud of his success in reading a book completely." "Wonderful gains." "Self-esteem has come from less than zero to the almost healthy level of before kindergarten." "Always brings home two or three books from the school library and wants to order books."

The following quotations illustrate the parents' appreciation for the program.

"My child has been encouraged and motivated by it and wanted to do well."

"We feel the program has been excellent both in terms of reading and writing. We feel he has a greater understanding of the reading process and it is much easier for us to assist him."

Four of the six parents responded to the questionnaires distributed one year after their children had completed the program with very favourable comments.

IV. FINDINGS

Adult Perceptions

Parents' Perceptions

All reported that the child's approach to reading had been greatly influenced by the program. The child exhibited more willingness to read, transfer of reading and writing continued to take place at many levels, decoding was much improved, as was getting meaning from reading. Gains in self-esteem and improved general attitudes were more strongly stressed. A parent said, "We have been thankful for the program, for the way we've all been involved. It has been a growing time for all of us."

Teachers' Perceptions

Teacher questionnaires contained six questions with room for additional comments. Four classrooms teachers worked with these children over the three years. The teachers' statements were very positive expressing much improvement in students' attention span, better "on task" behaviour, completion of work without constant monitoring, contributing more willingly, able to follow lessons more closely, and taking more responsibility for their own learning. All commented that there was a transfer of reading and writing skills to the classroom setting expressed in terms of improved word attack, often decoding without assistance, highly improved comprehension skills, more fluency and expression. In writing, they said there was more willingness to write and use invented spelling, great improvement in formal spelling, improvement in sentence structure and quality, development of ideas and self-monitoring of writing.

IV. FINDINGS

Adult Perceptions

Teachers' Perceptions

Children now were reported using contextual clues, text must make sense, better cues and sounds and generally becoming more independent readers. All teachers agreed growth in self-esteem was the area most influenced by the program.

The findings indicate that the primary and secondary objectives of the project were met. The primary objectives were to facilitate growth and development in reading and writing in a manner appropriate for each student, to increase the scores of pupils selected up to a level commensurate with their abilities and to provide participating students successful experiences in the development of reading and writing skills. The secondary objectives were to foster positive attitudes towards reading, to foster productive work habits, to establish an ongoing cooperation with classroom teachers to reinforce skills acquired by program students and to assist other students with similar problems and to engage parents as active supporters of the program.

The children selected for the program were made to feel special. Before they came to school, many of these children could read their own names and those of siblings, Mom and Dad and pets. Many, though they came to school with varied experiential backgrounds had thousands of hours of exposure to literary experiences and had learned to love literature as preschoolers. Because of the difficulty of the reading process in the school setting, they lost their desire to connect and feel comfortable with books. For many this program was their

IV. FINDINGS

Adult Perceptions

Teachers' Perceptions

first experience with reading success and for many being part of it opened their eyes to the world of words outside of school. Posters, signs, church banners had new relevance.

As one Mom said, "What a joy for him to learn to read!" As one child said, "Don't mess with me! I can read now!"

V. SUMMARY AND DISCUSSION

Summary

The Recovery Program

This project used Clay's Reading Recovery Program in a one-on-one tutorial, involving students at mid grade 1 and beginning grade 2. These children had been identified as "at risk" following a battery of tests and came to the resource room for 35 minutes a day over 13 weeks for this intense reading and writing program in an attempt to raise their levels to that of their age mates or above.

Student Growth

The results of this project indicate that early intervention does work for some children who are "at risk." Most children who entered the program made progress and caught up to their age mates or are well on the way to doing so. However, the progress of these children should be assessed each year as some may continue to be "at risk" readers.

The parents thought that the change of attitude and self-esteem was especially positive. Parents' quotations from the questionnaire expressed this very powerfully in words like, "Much more confident in reading and this shows through in other aspects of his character. He is more in control now." "He committed all his short-term savings to purchasing books at a recent book fair. There is no doubt he loves to read and this enthusiasm is spreading to his siblings who have not been similarly inclined until now."

V. SUMMARY AND DISCUSSION

Summary

Student Growth

It has been a valuable experience for the reading recovery teacher in terms of both the teacher inservice and the work done with the students. The opportunity to closely observe the child and the reading strategies being used or not used, provided the teacher with reasons to reflect on adapting and changing her own method of teaching.

Discussion

The Reading Program

Clay's program has many strong characteristics which account for its success. It has two thrusts, one is student education, the other teacher inservice. The program offers a promising alternative for some "at risk" children on the basis of initial and long-term results and benefits for both the teachers and the student.

In 1990, Dr. Malicky stated, "perhaps the most significant characteristic which has led to the success of these programs involves the amount of time young children spend engaged in "real" reading and writing (p. 3)." Researchers estimate that elementary students spend less than 10 minutes of actual class time per day reading (Rossman, 1987). Benterud (1983) conducted a study in a first grade classroom in Edmonton and found that only 18 to 36 minutes were allocated to reading per day with only four to seven minutes allocated to reading of connected discourse or "real" reading. While that is

V. SUMMARY AND DISCUSSION

Discussion

The Reading Program

disconcerting in itself, she found further that the most able reader had the most time allocated to reading while the least able reader had the least.

Other very important characteristics of the program are that remediation occurs early in the child's school life, is intense and short term. These children are identified before they have experienced too many years of failure in school and have consequently suffered loss of self-esteem. Because the program is intense and short, children are not out of the classroom for long periods of time when important concepts are being taught and adjustment back in to the class may be unsettling. These children have not become alienated from their class, but "belong" there when they are out for only 35 minutes daily four times a week.

Continuity of programming is also provided, not only because of the individualizing of instruction and materials, but the partnership between the home and school which is crucial. The program is a bridge for the child until he can catch up with peers.

The assessment component is an important aspect and especially valuable when discussing students' results with the parents. The one year follow-up results show impressive progress for the five students for whom the testing could be completed. It appears that a year later, aided by the program, these students have been able to integrate their strengths to become more successful readers.

V. SUMMARY AND DISCUSSION

Discussion

Program Benefits

The cost effectiveness of implementing the program can be measured against two possible alternatives. A special education designation which remains with these "at risk" children for many years if not their whole school life, is costly, and guarantees long periods of time in resource rooms and student retention. In a recent study, Westbury (1990) addressed the question of short and long-term effects of retention, spending an additional year in the same grade, on student achievement and ability. Retention was found to be costly and ineffective. This local study supports other studies that have concluded grade retention is an ineffective means of improving achievement and ability. Among the two groups of students, the repeaters did no better in the long run than the promoted group, in spite of the fact that the repeaters received more individual remediation and help. Westbury's study indicates that alternative strategies to retention which enable all students to benefit from schooling need to be investigated and implemented.

Student Self-Esteem

Both the parents and classroom teachers felt that the development and enhancement of self esteem was the most important benefit of the program. They attributed this to the students' success in reading. An increase in confidence and self-esteem was reflected in increased willingness to ask questions, discuss texts, an eagerness in completing the tasks, and the pleasure the students took in reading and writing.

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

The following requirements are essential if the intervention strategy is to succeed.

Intervention Teacher

Instruction by an experienced teacher is vital to the success of the program. This professional must be one who loves children, books and reading, knows the intervention procedures and the curriculum, and is able to integrate classroom work into the procedures. The books selected must be geared to stress certain skills, language development and expansion of language.

The teacher must apply the intervention procedures consistently.

The teacher must know about the reading process and be sensitive to individual differences and learning styles.

The intervention teacher must:

a) know about children and child development;
b) have time for collaboration with the classroom teacher as much as possible, to monitor how the child is responding in the classroom before, during and after the project is completed;
c) visit the classroom to observe the child at work in the larger group;

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Intervention Teacher

d) communicate regularly during the project and explain all test results to the parents by phone, notes and interviews. It is very important that parents see clearly their role as "guiders" of the reading process;

e) attempt to acquaint all staff with the aims and objectives of the project and share the results;

f) set a "tone" for assessing the child, a tone which is honest, non-threatening and gives the child some choices. For example: the child might be asked, "Are you ready?" or at the end of testing, "If you are tired, we can continue later." The children in the project were given choices of color of paper, as some enjoyed reading on pastel colored paper and some chose black and white. The child was shown the progress made over the period of the project. His strengths were stressed.

The intervention teacher must maintain an accurate student assessment and record keeping system.

Materials and Methods

Materials

Materials must be well organized and carefully selected to gradually increase in difficulty but at the same time to

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Materials

ensure success. Students began with small predictable books as they must read meaningful passages in texts sequenced to meet individual needs. The teacher should have on hand a large supply of these books at instructional level.

The predictability and repetition ensured a level of trust in the print and the reader was invited to join in the process. Meaning and relevance were achieved quickly with these books and this was extended further by choosing library books from the children's easy book section as the project progressed. This was an element of the program introduced by the reading recovery teacher. There were opportunities throughout for the students to make choices in what to read, how they would read it, and with whom they wished to share. This was a very important component of this program. Students began with whole texts when reading and writing and when ready focused on the parts.

Homework

The reading at home (homework package) was consistent and reinforced that reading at home was not different than

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Homework

reading at school as some children believed. Many children do not know they should be using knowledge they already have when reading, especially in a school setting. The homework packages brought parents to a greater awareness of sounder reading practices to use when assisting their children. The children enjoyed the support they got from home. The parents also got an increased awareness of the importance of exposing their children to a large body of experiences and knowledge. Knowing how to use this prior knowledge is essential to becoming a successful reader.

Planning and Recording

A lesson plan (and anecdotal record) should be kept on each child by the teacher each day, noting books read, strategies used well and problem strategies.

A comprehension component was added to the lesson plan and must be retained. Clay did not tend to this, but the three Edmonton teachers who were involved in the Edmonton Project built in a component to be written up in a daily lesson plan.

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Method

The success of Clay's techniques depended on a tutorial one-on-one method and this was essential as there was an organization of time and place to help support the child immediately.

Time was kept a constant throughout the project. If the child or teacher was absent for any reason, the time was made up.

The writing activity had a "no fail" component because the child wrote what he could and the teacher was there to assist immediately. Especially valuable was the procedure that (Clay, 1985) described for both the "teaching and trials" and the child's story set in the writing book, also, bringing words to fluency (pp. 63-64). These two components can be adopted for use in small groups or individually in classrooms.

Children were encouraged to develop a self-improving system (Clay 1985, pp. 72-74).

There must be provision to carry on oral reading much longer in our schools. Oral reading is both auditory and visual. By requiring children to read silently too early in

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Method

their school life we are perhaps expecting them to internalize that which they have not yet had a chance to externalize.

Assessment Materials

Burns & Roe test materials were used. The Basic Word List was used instead of Clay's list, as it offered a larger word sample and gave a performance level.

Concerning these word lists, there is a big difference in difficulty between grade 3 and 4 lists in both forms A and B. It might, therefore, be difficult for some of these "at risk" students to progress from grade 3 to grade 4 lists because of this aspect of the test materials. The grade 3 Burns & Roe Informal Reading Inventory, Forms B, C, and D materials made it difficult for students to progress from the grade 2 level because the grade 3 materials contain terms unfamiliar to many children as they have had no previous exposure to some of these terms. Many of the comprehension questions asked are dependent on knowledge of terms.

Perhaps reading passages from Alberta Education's 1986 Diagnostic Reading Program would be a better choice for use

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Assessment Materials

than Burns & Roe Reading passages. There are not the big differences in difficulty, but a unit would be required for verybeginning readers in levels pre-primer, primer and an easier level for early grade 1.

It might be valuable to use the Canadian Test of Basic Skills for all mid grade 1 or beginning grade 2 students in a classroom as it is an efficient, fairly effective tool to assist in identifying students in need, especially if intervention is to take place. It was also a useful tool in drawing conclusions and drafting evaluations at the end of the study.

Student Selection

Clay recommends selecting students who are not making good progress in reading from mid grade 1 and beginning grade 2. It became apparent throughout the project that this early selection was desirable to ensure optimal success before poor reading habits had become entrenched and the child had suffered a loss of self-esteem. These young children had a very strong desire to become successful readers. This was reflected throughout the project by all ten students in their

V. SUMMARY AND DISCUSSION

Discussion

Program Requirements

Materials and Methods

Student Selection

eagerness to meet the challenge each day in both reading and writing, their consistent willingness to complete and return homework, and their unfailing optimism and belief that they would become proficient readers.

Conclusions

This project produced many gratifying results. The reading program was interesting to implement and allowed the teacher to become the observer in a very close and rewarding partnership with the students on a one-on-one basis. Parental participation was very important as was the liaison between the intervention teacher and the classroom teachers. The intervention teacher was able to discuss the results of the program more clearly with the parents and teacher thus ensuring that the flow of the classroom program was not interrupted.

Recommendations for Schools and School Districts

For any school or school district considering a similar project these recommendations are based on the conclusions of the project.

* The administration must support the project and have some knowledge and understanding of it.

V. SUMMARY AND DISCUSSION

Recommendations for Schools and School Districts

* The school staff must endorse the program.

* There must be a time set aside for teacher collaboration.

* The district or school system must support ongoing inservice to help provide ideas and generate alternatives.

* Time and effort should not be underestimated. The reading recovery teacher should not be the person to document and write the report. In retrospect this project required more time, more money, and more support for the teacher. Documenting, analyzing results, communicating with parents and staff, and writing up the project report creates too heavy a load for a resource room teacher who has other responsibilities in the school. A writer to assist in documenting the project, analyzing the results and writing the report would help the teacher manage the work load better.

Recommendations for Alberta Education

* Alberta Education should disseminate this report so that teachers may benefit from the project results.

* The study should be replicated using a larger sample and a control group. This would permit experimental and control group analyses.

* The teacher - researcher would benefit from the assistance of an external person to help with the analysis and documentation of the project.

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APPENDIX A

Sample of Student Results

SUMMARY TEST SCORES

INTENSE EARLY INTERVENTION FOR YOUNG READERS AT RISK

NAME _____ GRADE _____

SCHOOL _____ BIRTHDATE _____

DATE OF ENTRY INTO EARLY INTERVENTION PROGRAM _____

SEX _____ FIRST LANGUAGE _____ AGE _____

DIAGNOSTIC TEST RESULTS

	Pre-test	Mid-Term Test	Post-Test Test	Post-Post Test
BASIC SIGHT VOCABULARY (BURNS & ROE) DATE	_____	_____	_____	_____
Pre-primer	_____	_____	_____	_____
Primer	_____	_____	_____	_____
1st Reader	_____	_____	_____	_____
2nd Reader	_____	_____	_____	_____
3rd Reader	_____	_____	_____	_____
ORAL READING INVENTORY (BURNS & ROE) - (Definite Instructional Level recorded)				
Oral Reading - Word Recognition	_____	_____	_____	_____
- Comprehension	_____	_____	_____	_____
SILENT READING INVENTORY (BURNS & ROE)				
Silent Reading Comprehension	_____	_____	_____	_____
SCHONELL SPELLING TEST	_____	_____	_____	_____
CANADIAN TEST OF BASIC SKILLS - Vocabulary	_____	_____	_____	_____
- Word Analysis	_____	_____	_____	_____
- Reading	_____	_____	_____	_____
DIAGNOSTIC READING PROGRAM (ALTA. ED.)				
(Optional)	_____	_____	_____	_____

DIAGNOSTIC SUMMARY SHEET

NAME: Student F-1-2-90 DATE: Feb. 9/90 BIRTHDATE: Oct. 9/83 AGE: 6 yr. 4 mo.

SCHOOL: Clara Tyner School RECORDER: Pat Alexander

SUMMARY OF RUNNING RECORD

	Text Titles	No. of Words	No. of Uncorrected Errors	Percentage Accuracy	Percentage of Errors Self-corrected
1. Easy	unable to find text for child to read (attempted 3 samples)			%	%
2. Instructional: I See You Pre-primer		158	16	90%	6/16 = 37%
3. Hard	Tried 3 texts	(all above first level preprimer - too difficult		%	%

ANALYSIS OF ERRORS Cues used and cues neglected.

Easy: _____

Instructional: Repeated same errors (as many as six (6) times on one word); 7/16 errors - not meaningful (43%)

Hard: _____

Source of Information for Self-Correction and Cross-Checking on cues:

Self-corrected 6 times - attended to initial and final consonants.

1) Text - want * visual cue and structural cue (not meaningful).
Child - what * (child made this error) twice.
* read to end of line. Returned to beginning of line - self-corrected.

2) Text - with * attended only to initial consonant.
Child - where * child anticipated wrongly.
* word substituted not meaningful.
* child made this error twice.

3) Text - is * visual and structural cue.
Child - it * cue not meaningful.

4) Text - do * repeated the word 4 times (with wrong vowel sound).
Child - do * did not attempt to self-correct, though he corrected (what) to "want" in this line.

LETTER IDENTIFICATION

- worked slowly, but moved confidently through the task; did well.
- all alphabet letter names in upper case known to him.
- confusions in lower case names (2 errors)
  l gave "i"
  q gave "p"

- sound confusions occurred in both lower and upper case (only 2 errors in upper case, 4 lower case) consistent errors:

  - Upper Case: U - sound sample y͡u - word sample "yum"
    I - sound sample ŭ word sample earring.
  - Lower Case: u - gave "y" as sound sample, word sample "yum".
    l - gave "i" as sound sample, word sample correct (love).
    q - gave sample "p", word sample "pet".
    "i" sound sample, "ŭ" word sample earring.

Score indicates alphabet and sounds in either upper or lower case.

50/54

BOOK KNOWLEDGE TEST

- did extremely well; moved easily through the task.
- no directional difficulties, knows left to right, return sweep, top to bottom, where to begin and end.
- knows print carries message as do illustrations - could tell me about story when we had completed it.
- could predict what the outcome would be and attempted to support his guess.
- all items answered correctly except confused letters and words when asked to curtain 2 words (responded by curtaining 2 letters).
- knows capital letters.

26/27

WRITING VOCABULARY

- wrote 28 words 17 correctly spelled.
- said his words as he wrote, worked slowly, but confidently.
  - yes spelled ays
  - in spelled en
  - is spelled es
  - car spelled cr
  - we spelled ye
  - Sandy spelled San
  - and spelled "aend" (tends to pronounce the word the way he spelled it
  - come spelled cm
  - like spelled lec }used this spelling
  - look spelled lec }for both words.
  - He said, "They're alike. That's ok!"

- little attempt made to use phonics knowledge.
- did not attempt to sound the words as he wrote no erasures.
- did not self-correct.
- of the words attempted he formed the letters well and spaced the words well.
- no copying except the alphabet in the room which he seldom glanced at.
- of the 28 words attempted - in only 3 he did not use upper case letters (only 4 words required the use of capital letters).

17/28

SIGHT WORD LIST - Burns & Roe (Form A)

- correct responses to a, back, big, can, for, go, help, I, in, jump, said, see, that (sounded th-a-t).
- self-corrected on 3/7 errors - "go" gave go, "jump" gave jam.
- attempted all the words, moved slowly through the list, but substituted nonsense words as a result of attempting to sound the words.
  - List - "at" Child - "it"
    List - "do" Child - "ba" "daw"
    List - "have" Child - "hāvē"
    List - "of" Child - "if"
    List - "one" Child - "in"
    List - "play" Child - "pla" pronounced y as in "yellow"
    List - "she" Child - "s-s-sahe"

- child appeared to be attending to final consonants (at, of, one) and ignoring initial consonants.
- in 4/7 errors initial consonants recognized.

Pre-primer 13/20
= 65%
(Frustration)

DICTATION

- pencil grip - usual manner - right handed.
- observed left to right, return sweep.
- good letter formation, good control of printing.
- did not observe spacing, but ran first 6 words together, spaced last 3 words in the first sentence.
- began second sentence same way as first, then spaced last 5 words.
- used upper and lower case letters throughout with 10/37 words completed upper case.
- reversed g in one word.
- got initial consonants in all words.
- observed capital letters, beginning of sentence.
- no periods observed.
- missed vowels in have (gave hv), big (used "e" medial letter "beg"), home (did not observe silent "e"), today (gave todai), am (gave m), going (gave goe), take (gave tac), him (gave hm), school (gave sel) ("ing" sound not known by him though it is taught early in his classroom).
- related to some prior writing, experience for have, dog, at, to, home, day, though not all words were spelled correctly, he wrote with confidence and kept saying "Oh, I know that's easy."

27/37

WRITING SAMPLE

- no directional difficulties.
- some spatial difficulties, words ran together in one long line.
- began in upper left corner right against corner of the page.
- capitalized all letters in first 7 words and last 3 words.
- wrote 2 (13 word) simple sentences connected by "and" - common theme.
- 6/13 words spelled correctly.
  - name - wrote nad
  - Sandy - wrote Sad
  - she - wrote ce
  - runs - wrote res
  - all - wrote el
  - over - wrote ovr
  - place - wrote pas (reversed "s").

- repeated word "named" - slowly 4 times.
- re-read his work, but did not track.
- did not discuss what he was going to write or might try.
- drew from out of school experiences for his writing (about his cat). After discussion of what he might try, he said, "Oh, I know. You'll like this story." (hid his work until completed).
- seems to understand what a sentence is.
- used capital letter at beginning of sentence.
- did not use period.

INFORMAL READING INVENTORY:

Burns & Roe Form A

Pre-primer - Word Recognition
90% (Instructional)
Comprehension - 75% - Frustration

- read very slowly.
- 6 word recognition errors.
- responded to all words in text.
- in all errors - cued to initial sound.
- read "goat" incorrectly each time with two exceptions as it appeared in the text. It is repeated 7 times in the text. Each time he approached it as a new word; made substitution, then self-corrected.

  - example: goat - child responded - great, got, guess, goat, go.

- returns to beginning of line to self-correct.
- self-corrected 7 times - 5/7 (goat) 2/16 (asked, with).

Errors:

hello	-	child	- hail
how	-	child	- ha
so	-	child	- so
not	-	child	- no (2 errors)
clean	-	child	- call

- re-read "Come with me (twice) Dad, Dad."
- errors hă, sŏ, no - child did not attempt to look for meaning (surprising since he had had a high incidence of self-correcting).
- comprehension questions.
  - answered with confidence.
  - did well.

- error 1 main idea; 1 detail.
- brought prior knowledge to story to answer last cause and effect question.
- attempted primer level, but he could not read.

STRATEGIES USED WELL

Reading

This child knows that books carry print and that print carries messages. He immediately took charge of the book. He reads pictures and knows they are cues to the story. He has a high degree of book knowledge. He self-corrected 37% at pre-primer level and is instructional at pre-primer to emergent primer level. He had more success reading the text than reading words on Sight Word Test as he attempted at times to follow the flow of the story and control the language, but showed some discrepancies here. He appreciated the change in setting in the third segment of the story, using a different tone of voice. He returns to the beginning of the line when self-correcting in many, but not all instances. On the running record he continued to the end of the story, reading slowly, but confidently. He has many words held in sight vocabulary and showed a high level of understanding of the story and relating it to his own experiences (eg: Why Joe couldn't keep a goat in his room).

Writing

He knows some words in detail. He knows what a sentence is and that what he writes conveys a message. He attempted to record his own ideas. He wrote as he read, confidently, but hiding his work. On the Writing Vocabulary Test he attempted a large number of words, all within his experiences at school. He quickly located the alphabet in the room and was able to use it though it is displayed in two segments at the front and back of the room. He knows the placement in the alphabet and the formation of the letters.

PROBLEM STRATEGIES

Reading

This child tended to use a very sound reading approach in some instances, then began giving nonsense words by merely giving the wrong vowel sound eg: for - faw, do - daw, almost perseverates on one sound, letter or phrase and can't move on. He does not track when he is in difficulty. He has some difficulty with enunciating words and distorts some sounds as, "is" (he said "es"), "and" he pronounces "aend" and tends to spell the words the same way. He tried to follow the flow of the text (on running record), then fixed on (toys) and kept pronouncing it "tares" - he giggled, but did not attempt to relate what he had read to substitute a new, meaningful word. He often cues to final consonants in a word, overlooking the initial consonant, and anticipating the word incorrectly.

Writing

He has not yet acquired a flexibility with sounds. He did not try to correct "like" and look" which he spelled as "lec." He remarked that they were alike, but that was okay. His Writing Vocabulary showed some inconsistencies with what sounds he knows in Letter Identification eg: we - he spelled "ye", but gave the correct sound sample and word sample for "w" on Letter Identification.

SUMMARY

This child is a 6 year 4 month old boy in mid Gr. I and the younger of two children. He has an older sister about eight years his senior. His parents both work and he has been in child care for a number of years and spent one year in Montessori at 4 years of age. He enjoys working alone and being alone and is having some difficulty socializing in the classroom. He is happy to leave any classroom activity as he finds concentrating in a group difficult and acts out in a negative way. A one-on-one situation suits his mode of learning. Perhaps through learning to become a proficient reader, he will realize he can share something valuable with his classmates. He will profit from repeated readings of predictable books which will increase his sight vocabulary and bring some words to fluency for his writing. These little books, building on successes, and increasing in difficulty, will challenge him to more accurate decoding and reading with his attention focused on meaning.

He does not yet realize all the stories which he has to tell can be recorded in print and read by others. He is beginning to dictate stories of some length and complexity.

ACHIEVEMENT OF OBJECTIVES

STUDENT F-1-2-90

PRIMARY OBJECTIVES

Each of the primary objectives of the project has been met as described herein.

Primary Objective 1 - to facilitate growth and development in reading and writing in a manner appropriate for each student.

This student achieved the following results:

- Progressed quickly from pre-primer to books with longer text, more difficult vocabulary and which contained a variety of sentence forms.

- Could discuss story after he had read it (was very difficult for him to stop and discuss a book even if it was just looking at the title and predicting from the title or picture cues). See Summary Child's Uniqueness (- suspect Auditory Processing Problem) (Attentional Deficit Problem).

- Became excited from the very beginning of the project as the numbers of the books increased on his reading card.

- Began to appreciate characters in the books and the humour in the stories and unexpected endings, but at times some quite obvious humorous situations eluded him.

- On re-read of familiar books - very quickly moved to 100% accuracy.

- Can retell stories sequentially and remembers details after some time has elapsed (but only if he has read the book or has had access to the print - if I read he had to be able to follow with the words available to him).

- Enjoyed dictating experience charts which constituted part of our reading materials during "Roaming Around the Known", dictating charts of some detail and complexity.

- Moved quickly into reading library books chosen from E section - of 140 books read - at least 30 were from library and contained quite difficult vocabulary, for example - Papa, Please Get Me The Moon.

- Began writing eagerly - had some difficulty finding subjects to write about as he said he had no friends to play with, no pets, no favourite stuffed toys, but he could write very detailed descriptions of certain toys and how they worked - unable to encourage him to move into imaginative material.

- Sentences simple using mainly sight vocabulary which he could spell - would risk "made up" spelling.

- The volume of his writing was increasing, but he kept to the same subject materials - was difficult to generate new ideas with him.

- Understands and uses language conventions (capital letters, periods) - from the beginning of project - attempted to proof-read his work. Punctuation marks - still uncertain of their use.

- Letter formation and spacing is good - still reverses - c, s, k - uses a mixture of upper and lower case letters less at the end of the project than he did throughout first part of project.

- Self-corrects spelling to a high degree and is bringing more words to fluency. (See Summary of Test Scores - Schonell Spelling) - gaining more knowledge of vowel sounds.

Primary Objective 2 - to increase the scores of pupils selected up to a level commensurate with their abilities.

Student Results: See Summary Test Scores.

Canadian Test of Basic Skills: See Summary Test Scores. Demonstrated growth in all areas, especially reading - did not achieve expected results (in my opinion should have been higher in Vocabulary and Word Analysis).

Basic Sight Word List:

- Pre-test - pre-primer - frustration - 2 self-corrections recorded.

- Mid-term Test - pre-primer - Independent - 1 self-correction. Primer 80% - 2 self-corrections, Grade 1 - 85% (0 self corrections), Grade 2 - 45% (0 self-corrections).

- Final Test - pre-primer - read with confidence - 100%, primer - 100% - 1 self-corrections, Grade 1 - 95% - 2 self-corrections, Grade 2 - 95% (0 self-corrections), Grade 3 - 70% (1 self-correction).

  In all errors - observed initial and final consonant sounds - most errors involved incorrect vowel sound.

- Very significant improvement - considerable sight word vocabulary now in memory.

Oral Reading Inventory:

- Word recognition - very significant gains; especially between mid-term testing and final testing.

- Comprehension - Oral Reading Sample - significant improvement, especially between mid-term testing and final testing - after mid-term was strong. Pre-primer (87.5%), Primer (87.5%) reader.

- Final test - pre-primer - independent - 1 word recognition error, 1 comprehensive error (main idea) - 1 self-correction.

  Primer - (independent) - 0 word recognition errors, 1 comprehension error (interference), 3 self-corrections (got one word from context).

  Grade 1 - independent - 2 word recognition errors, 1 comprehension error (interference), o self-corrections.

  Grade 2 - 2 word recognition errors, 2 comprehension errors (main idea, interference).

  Grade 3 - (attempted) - 9 word recognition errors, 2 comprehension errors (main idea, vocabulary) - a very difficult passage - many words not known to child, eg: hearth, fife, (1 self-correction - context).

Silent Reading Inventory

- (attempted, but child not yet ready to do) - became very agitated when he couldn't read aloud.

Schonell Spelling - (See Summary Test Results).

Preliminary Testing - Child not yet ready to try the test.

Mid-term - Spelled first 8 words correctly.

Final Test

Grade 1 words (first 10 words) - 100% (Independent)
Grade 2 words (first 10 words) - 100% (Independent)
Grade 3 words (first 10 words) - 40% (Frustration)

- Errors in Grade 3 list - 4/10 words spelled in error - attempted to spell phonetically.

- Significant gains in this area.

Primary Objective 3 - to provide participating students successful experiences in the development of reading and writing skills.

- Became acquainted with child's reading interests and abilities and rate during "Roaming Around the Known" period, recommended by Clay to take place in the first two weeks of the tutoring program, where reading and other behaviours are observed and recorded while the child works from material he knows (experience charts).

- Natural science reading materials used for discussion purposes, e.g.: zoo books, pictures, big books.

- Articles from nature used for observation, e.g.: wasp nests, bird nests, fungi, tadpoles.

- Selection of small story books, predictable because of picture cues, and guaranteed repetition of words and sentence patterns, used to produce very quick success, to expand sight vocabulary, and invite writing as follow-up.

- Selection of small readable books provided that follow themes being studied in the classroom, e.g.: penguins, dinosaurs, bears.

- Certain words were put in writing book to be brought to fluency each day.

- Word analysis, using magnetic letters, was done daily; child was readily provided assistance.

1. Clay, M.M. (1985). The Early Detection of Reading Difficulties (Third Edition). Auckland, New Zealand: Heinemann, p. 55.

Primary Objective 4 - to enhance students' self-concept and skills.

- Child is having some behavioural problems socializing (See Summary Child's Uniqueness) - was thought that these deficits might also be improved by involving him in the program. This was not fully realised.

- He began very quickly to take charge of the task and accept the challenge.

- Began to ask if he could take books to read to the class - he especially enjoyed library books - was proud to take a "real, hard covered book" back to his classroom.

- Very early in program asked for more than 3 or 4 books per night - especially enjoyed taking home 5 or 6 on the weekend - speaks with pride about 140 books read in project.

- Written work he kept very private - did not want me to watch while he wrote - proud of what he produced.

- Beginning of program - lost books or did not get them home, mid-way into program much more responsible.

- Reads with confidence and enjoyment - adapted very quickly to one-on-one situation and the structure of the program.

- Spoke of how he could read "lots of really hard stuff - like in the newspaper or on T.V." (is an avid T.V. watcher).

- Improved "on task" behaviour. Problems staying on task, wished to move around room after he had read for awhile - this improved - as we moved into project.

SECONDARY OBJECTIVES

Secondary objectives have also been achieved.

Secondary Objective 1 - to foster positive attitude towards reading.

- Came to program with positive attitude about reading for his OWN enjoyment - began to want to share with others.
- Very enthusiastic about choosing books each day and watched the numbers of books increase on his card.
- Liked to dictate and illustrate very detailed experience charts - not unusual for him to dictate 2 pages which he could read word perfect - enjoyed period when we hatched chicks and he gained some new vocabulary.
- Proud of words he was able to bring to fluency especially as he began to acquire phonics knowledge.
- Talked about being able to read signs in stores, in the paper, labels on boxes and words on T.V.
- Discussed books being used in the room from themes being studied, e.g.: space, dinosaurs, Indians - could describe in detail illustrations and parts of the books he could read.

Secondary Objects 2 - to foster productive work habits.

- Prepared for task more quickly, as program moved along taking homework package home and returned it - exhibited growing sense of responsibility.
- Completed his homework regularly, except for few times books did not arrive home.
- Very difficult for him to process verbal instructions, but towards end of project some improvement was noted, much more productive worker in small group.

Secondary Objective 3 - to establish ongoing cooperation with classroom teachers to reinforce skills acquired by program students and to assist other students with similar problems.

- Collaboration between classroom teacher and early intervention teacher takes place on frequent basis.
- Short observation periods in classroom enable early intervention teacher to follow themes, to reinforce spelling and writing and expand on books being read.
- Early intervention teacher inserviced colleagues in all grades on the program philosophy and results.
- Classroom teachers from other schools have observed the program.
- See Teacher Questionnaire enclosed.

Secondary Objective 4 - to engage parents as active supporters of the program.

- Parents are encouraged to be active supporters of the program, and must be if the program is to be fully successful.
- Parents are inserviced before the program begins; visits arranged to view test results and discuss progress and reading behaviours.
- Daily notes to parents in homework package.
- Letters with suggestions of places to visit, books to read, etc. to help expand child's experiential background.
- Intervention teacher suggests ways to help child at home, e.g.: writing letters, notes, diaries, reading materials, signs around neighbourhood, etc.
- Frequent phone calls made.
- See Parent Questionnaire enclosed.

Description of Child's Grade 1 Class

The Grade 1 classroom teacher uses a thematic, multi-sensory approach. She teaches in a structured mode as well as the centre approach. Independent learning is encouraged and takes place through discovery and decision making on the part of the child. There is a daily sharing of children's literature which is used as a springboard for writing, drama, poetry, and music.

Summary of Child's Uniqueness

Student F-1-2-90 is the younger of two children, his older sister being some 8 years his senior. Both parents work. He has worked very hard in the project, the one-on-one, structured situation fits his learning style (and is both a strength and a weakness). He is beginning to want to share his reading and writing as he realizes he has something valuable to say. He now has a strong sight vocabulary in place and is putting into place, for himself, the use of context clues to get meaning from text. He came into the project with a positive attitude to print, a strong experiential background through exposure to books, plays, etc., a curiosity and a willingness to risk to a certain degree. His experience charts showed remarkable detail, especially if he was explaining how something that he owned worked (e.g. his toy car wash machine). On pencil and paper tasks he was a slow, deliberate worker achieving good results. He is beginning to integrate his strengths. Unstructured situations as well as socializing in the classroom situation, remains a problem for him, as he has difficulty approaching his peers and reading body language.

It was difficult discussing a book with this child as he was always very impatient to begin reading. He became impatient also if he was asked to predict or infer, even if just from the title or cover picture. To a certain extent he wished to dictate his own agenda, did not show flexibility and willingness to accept and expand new ideas, thus he was difficult to remediate.

One the Canadian Test of Basic Skills and on the Alberta Education Diagnostic Reading Tests, (which were used as listening tests), he did not achieve as I had expected, especially on (CTBS) Vocabulary and Word Analysis sections. The tester, (CTBS) said he was fidgety, distracted, and lacked concentration. Whenever he has to listen to instructions, then respond, he appears to lose information and almost panics because he does not appear to be able to process to the level expected unless he has print in front of him. He is, at present, being tested for an attentional deficit (auditory processing). However, when reading was his task alone, and he had to attend to few verbal instructions, he did well. (CTBS - see reading results where there was a significant gain).

Throughout the program he exhibited a contradiction of "on task" behaviours and unfocussed, distractible behaviours and would move quickly from one to the other in a short period of time. Now that he has strengthened in the areas mentioned we hope to see continuing progress.

APPENDIX B

Parent and Teacher Questionnaires

INTENSE EARLY INTERVENTION READING PROGRAM

PARENT QUESTIONNAIRE

Please identify any changes in the following areas demonstrated by your child as a result of the Intense Early Intervention Reading Program. Please use these questions as a guide or express your observation in paragraph form.

1. The effect of the lessons on your child in the home work situation:

2. Transfer of reading skills to out-of-school setting:

3. Transfer of writing skills to out of school setting:

4. Ways in which your child is learning to figure out words and understand what he/she reads:

5. Any change in self-esteem:

6. Attitudes towards reading eg: library visits, buying books, etc.:

Additional Comments:

Thank you for your cooperation.

INTENSE EARLY INTERVENTION READING PROGRAM

CLASSROOM TEACHER QUESTIONNAIRE

Please identify any changes in the following areas demonstrated by the student as a result of the Intense Early Intervention Reading Program. Please use these questions as a guide or express your observation in paragraph form.

1. The effect of the structured lessons in the classroom setting:

2. Transfer of reading skills to classroom setting:

3. Transfer of writing skills to classroom setting:

4. Ways in which your student is now learning to figure out words and understand what he/she reads:

5. Any changes in self-esteem:

6. Attitudes towards reading eg: library visits, buying books, etc.:

Additional Comments:

Thank you for your cooperation.